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Statutory Policy

2.5S Special Educational Needs Policy



Date Reviewed and Adopted

Date of Next Review

Signed

Signed

Chair of Governors

Headteacher

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Revision Log

Rev	Date	Reason
1.0	2013	Initial Issue
2.0	07/11/16	Periodic Review and Revised Format
2.1	5/3/19	Periodic Review

1. Introduction

Ysgol Bro Famau staff value the individuality of all of the children and has ongoing concern to create an environment presenting equal opportunity for each child. All children are given every opportunity to achieve the highest standards. Awareness of the issues surrounding race, gender, culture, religion, disability and special needs must constantly be aroused; positive steps must be taken to ensure equal participation in the curriculum and to maintain respect for children's individual identity, culture and heritage. Discrimination of any kind is unacceptable and all staff will strive to ensure, that positive attitudes are fostered in every aspect of school life.

At Ysgol Bro Famau we have adopted a whole- school approach to SEN policy and practice. The SEN Code of Practice 2010 makes it clear that "all teachers are teachers of pupils with special educational needs." This document has been drawn up following full staff consultation with regard to the school's stated aim of identifying, assessing and responding to any special needs of children admitted to this school. Links to other policies include the Discipline, Equal Opportunity, Access Plan & Disability Equality Plan. SEN objectives are addressed in the School Improvement Plan annually. Due consideration has been given to the Warnock Report (1978), the Education Acts of 1981, 1988, the 1989 Children Act and the Disability Act 2001, SEN Code of Practice for Wales 2010, and Disability Discrimination Act 2002.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

2. Aims and Objectives

Ysgol Bro Famau aims to be an inclusive school, which actively seeks to remove the barriers of learning and participation that can hinder or exclude individual pupils, or groups of pupils. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future

Staff monitor the following groups of children to ensure equality of opportunity:

- Girls & boys
- Minority ethnic & faith groups
- Children with Special Educational or physical needs
- Gifted & talented children
- Looked after children
- Children who are at risk of disaffection or exclusion
- Travellers & asylum seekers
- Children of families in difficult circumstances
- Children with a disability
- Children from minority ethnic groups including EAL
- Children of migrant workers
- Children with medical needs
- School refusers or phobics

All children from Reception through to year 2 participate in a curriculum led by the Foundation Phase framework for children's learning for 3-7 year olds and pupils in KS2 follow the National curriculum. To ensure the specific needs of children are met, individual challenging targets with appropriate levels of support are set and these are regularly evaluated and monitored. See planning docs and Assessment Recording and Reporting policy.

Differentiation ensures each child experiences the same modified activity according to their level of development.

3. Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'

CoP 1:33

See Denbighshire's admission policy.

3.1. Pre Admissions Support

Parents of children who have already identified Special Education needs, prior to admission are given greater opportunities to meet with the school staff.

- Parents are invited to visit accompanied by their health visitor, a SNAP representative or any specialist professional who has supported their child to share all relevant up-to-date assessments.

- The school liaises with Pupil Support to determine any level of extra resourcing available.
- Staff may visit the setting where the child is currently to observe them in a secure surrounding and support building new relationships.
- Extra visits can be arranged in addition to the summer link up sessions to help the child settle.
- The child, parent & staff work together to ensure there is a smooth transition from playgroup/nursery to school.

4. Special Educational Needs Policy Statement

The staff at Ysgol Bro Famau seek to identify and provide for those areas of the child's development which may present a special need to be addressed.

4.1. Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- Is under compulsory school age, or would be if special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Ysgol Bro Famau will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

- The school has a responsibility to liaise with all other agencies involved with the provision of services to cater for children's social, physical, developmental and intellectual well being.
- The school must ensure full cross-phase liaison.
- The school should plan INSET for staff to enhance identification, assessment and provision for children presenting with possible special needs.
- Partnership with parents in addressing the special needs of their children is vital; they must be consulted through all the formal Stages and their agreement obtained in all actions.
- Where possible the aim should be to educate children with Statements of special educational need alongside their peers in mainstream school. To enable integration it may be necessary to seek extra staffing.

5. General Information

5.1. SEN Coordination

The Headteacher of the school has overall responsibility for the management of special needs including:

- Monitor the Register and ensure the information has been transferred to PLASC
- Ultimately deciding actions through the Stages
- Report to Governors
- Supporting the SENCO in the responsibilities below

The ANCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

-
- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.
- Make recommendations for pupil action through the stages
- Responsibility for completion of forms ie requesting speech therapy or psychology assessment, panel review
- Supporting the devising, implementing and monitoring of Individual Education Plans.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the ANCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the ANCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

5.2. Transfer to Secondary School

Written information regarding all children is presented to the receiving school when the child transfers. Any information concerning a child's identified special needs, as it affects learning and functioning, is included in this file.

Also included are correspondence, reports and assessments from outside agencies. Informal meetings with the Secondary school transition leader in the term before the child transfers, allow for further discussion of Special Needs.

5.3. Governing Body

A nominated Governor has responsibility for Additional Learning Needs in the School. Governors agree policy and the head teacher is responsible for reporting upon the numbers of children at each stage.

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

5.4. Staff INSET/CPD

The staff appointed ANCO will attend SEN Coordinator courses with the LA.

If needed, the school makes use of relevant centrally based courses in special needs. It also invites Specialist Teachers in to lead INSET for all staff. School based INSET is devised, with support from the Advisory Services, Pupil Support Services, the community Speech Therapist, & Occupational Therapist as appropriate for individual teachers.

The coordinator attends relevant ANCO meetings.

5.5. The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher and makes it clear that all teachers are teachers of children with special educational needs. The teachers responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEPs for SEN pupils. The extent of the SENCO's involvement is at the discretion of the school.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy
- Informing and consulting with parents

5.6. The Role of the Headteacher

Overall responsibility for SEN lies with the Head teacher. They will liaise closely with the Special Educational Co-ordinator and must be informed of children's Special Educational Needs, and the arrangements that are being made to meet them. They will also be involved with Governors; in deterring Governors' perspective on SEN issues, and ensuring that the school meets its SEN responsibilities; publishing information for parents, appointing and SEN co-ordinator, implementing a staged process of assessment and action planning for individual children, referring children to the LEA for statutory assessment if required, and contributing school reports to such assessment.

6. Partnership with Parents

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

CoP 2.2

We recognise that parents of children with Special Needs have a heightened concern for their child's progress and well-being and seek to involve them in an equal partnership in the

management of their child's SEN. We encourage frequent, informal exchanges of information and will notify and involve parents on a formal basis about their child's learning development from the earliest stage. Parents and pupils wherever possible will be involved in the development of the IEP's.

Staff always make themselves available for immediate discussion of a problem when requested by a parent. The need may be for advice on comparatively small issues, or for guidance in managing, particularly difficult behaviour involving the creation of a joint programme involving teacher, support staff and parent.

Advice is also frequently sought with regard to suitable activities for the parent to undertake with the child at home.

7. Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

8. Assessment

All teachers are responsible for identifying pupils with SEN and, in collaboration with the ANCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

8.1. Other Assessments

In September during the first few weeks following admission, all children are assessed against the Foundation Phase outcomes in PSE, sort and order number, speaking and listening reading and writing. Following analysis of baseline scores, end of term targets are set for individuals to monitor progress.

Parents of children identified as having 'obvious' special needs are invited to an immediate consultation, where the need for support from outside agencies is discussed.

All children identified with special or Well-Being needs are supported with either an Individual Education or Well-Being Plan according to the stage on the Code of Practice. The targets are monitored every half term and plans are reviewed every term.

All other parents are invited to discuss how their child has settled at the end of the first half term, and to view their child's work in the Spring term. They receive an annual report at the end of the summer term.

Throughout each term, teachers track children's progress in skills in all subject areas using the INCERTS online tracking system.

Data from other sources of assessment is also used:

- National Reading tests
- National Numeracy tests
- Young's parallel spelling tests
- information from previous schools
- liaison between staff and parents
- analysis of data

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

8.2. English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. (see Racial Equality Policy)

9. Monitoring and review

The school uses the staged approach (see "Stages of Intervention" below) as outlined by the Code of Practice. The school keeps a Register of all children identified as having some form of special need and undertakes on-going review of the progress of each child. The Register is checked termly along with IEP's, to ensure each child is monitored.

- Stage 1: Monitoring (within the school)
- Stage 2: School Action (needs can be met within school)
- Stage 3: School Action plus (involvement of outside agencies Ed.Psych etc)
- Stage 4: Statement

The SEN Code of Practice defines adequate progress for pupils with Moderate Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment through the LA.

10. Record-Keeping

The school will record the steps taken to meet pupils' individual needs. A record sheet in each child's file records information related to all persons who are involved with the child or a brief background. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Information from previous schools/phases

11. Integration

Apart from the need to withdraw children for special one-to-one activity with an adult, all children with or without a statement are fully integrated into all activity and group work of the school curriculum.

12. External agencies

When necessary, consultation is made with:

- community speech therapist
- School nurse (health visitor prior to starting school)
- Medical Officer
- Social Services

- Learning Development Team
- Educational Psychology Service
- Behaviour Support Service

A 'named' School Nurse is assigned to the school. She and her colleagues in the district health practices know the school well and are readily available for informal, confidential discussion regarding the school's concern for any particular child.

Also, when necessary, information is requested from playgroups and private nurseries prior to admission.

13. Monitoring of SEN Policy

The Governing Body will report annually on the success of the policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings

14. Stages of Intervention

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus as described below. Initial concerns are discussed following baseline assessment and children for a half term to determine progress.

14.1. Identification

Children may be identified by:

- informal observation, followed by staff consultation
- expressed parental concern

- referral from a relevant agency (e.g. health visitor, speech therapist)
- information received following visit to playgroup leaders
- special needs screening during baseline moderation
- National Reading and Numeracy tests
- information from previous schools
- liaison between staff and parents
- analysis of data (e.g. end of Foundation Phase)

Members of staff can consult regularly with the ANCO to discuss the particular need of a child.

14.2. Basic Skills

At this stage, children achieving at the lower ability end are to be discussed, and a decision taken whether needs can be met through differentiation strategies or whether further support is necessary. This may be in the form of in class support or small group withdrawal.

If a child's difficulties persist and become more obvious, a decision must be taken whether to move the child to Early Years Action/Action (Entry on the Register at School Action, however, must not take place without consultation with the parent.) The time scale for this process is at the discretion of the Headteacher.

14.3. Early Years Action/Action

Either (a): A child's name is entered on the Register as a result of the Basic Skills process, following consultation and agreement with the parent.

Or (b): A child's name is entered on the Register following referral by an outside agency and consultation and agreement with the parent.

The Headteacher discusses with staff appropriate strategies to address the child's difficulties. These are recorded along with targets on an IEP. These are reviewed on a half-termly basis and targets discussed at regular staff meetings. Parents review the progress at the termly review consultations, when IEP's are updated. Following a review, staff may decide to:

- delete child from the Register
- Alter targets on Early Years Action/Action
- Move child to Early Years Action Plus/Action Plus

Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress

- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher/ subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

14.4. Nature of Intervention

The SENCO in collaboration with the teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

14.5. Early Years Action/Action Plus

When a child is formally Registered and following school based support continues to present difficulties, the teacher initiates information gathering from relevant agencies involved with the child. Information may also be requested from establishments attended prior to school and from ongoing carers for the child (with permission from the parent).

On the basis of information from IEP evaluations the child's teacher and the SENCO, decide whether to seek further advice from outside agencies. (this support may be called upon during either of the earlier stages should the need be considered sufficiently acute).

Parental consent is obtained and the child is referred to the appropriate person. i.e. Educational Psychologist, Specialist teacher, Speech Therapy, Behaviour Unit. A record of all persons and agencies involved with supporting the child is kept with their details.

The external specialist will advise staff and assist in drawing up a further individual educational plan which is reviewed termly with parents. Following a review, staff & specialists may decide to:

- Alter targets on Early Years Action/Action Plus
- Refer child to further specialists
- Refer child for Statutory Assessment

EY Action Plus/Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within EY Action/Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

EY Action Plus/Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at Outcomes/National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher/subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

14.6. Individual Education Plans

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Pupil views

- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

14.7. Reviewing IEPs

IEPs will be reviewed each term- one of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

14.8. Statutory Assessment

Referral is made to the LA for formal assessment. The LA makes a multi-disciplinary assessment.

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to Action and Action Plus
- The pupil's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Literacy/Numeracy attainments- NFER/ reading and numeracy tests
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the teacher/LSA with appropriate additional support where specified

14.9. Statementing

Upon review of the multi-disciplinary assessment the LEA considers the need for a full statement of special educational needs and, if appropriate, makes a statement and arranges monitors and reviews provision.

Statements must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.